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Like most of their peers, students in art and design programs are presented with an ever-increasing number of options for carrying out research. Information resources and the tools to find and access information are constantly evolving. Through user instruction services the librarian can help students and faculty develop the information literacy skills needed to carry out their research. The current literature provides some helpful examples of how this is being done in various fields but still more is needed. The goal of this exploratory study is to develop a current picture of user instruction in art and design libraries by gathering together information and examples concerning characteristics of current practices in the field.

Headings:

Art Librarians/ Education

Bibliographic Instruction/ College and University Students

Designers

Information Needs/ Evaluation

Library Instruction

USER INSTRUCTION IN ART AND DESIGN LIBRARIES

by
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Art and design students in academic settings are a fascinating library user group. Like most of their peers, students in art and design programs need to do research. To do this they must select from an ever-increasing collection of resources. Information resources and the tools to find and access information are constantly evolving (Bowman, 2008). Art and design programs are often composed of students engaged in both traditional liberal arts research as well as research geared towards studio-based projects. In the past these students turned to the physical books, journals and slide collections of the library. Now libraries provide access to both traditional and new media types. A few examples of newer resource formats include online image collections, databases that index journals, instructional DVDs, CDs of JPEG images, and computer rendered objects. These new electronic and online resources are not replacing traditional materials such as print books and journals; they compliment them (Koopmans, 2009, p. i). This constantly evolving information universe increases the need for students to develop the skills to evaluate, select, manage, and use information.

As libraries in the United States grew in size and complexity during the 19th Century users needed more guidance on how to use a library collection (Lorenzen, 2005). Librarians began giving orientation tours and trying to teach users how they could deal with increasing amounts of information as books were published more rapidly (Lorenzen, 2005). These tours and lectures are some of the earliest examples of user instruction. The content of user instruction services shifts with changes in technology and library operations but the purpose behind the services remains the same. User instruction

provides opportunities that can help students develop important information literacy skills. This involves teaching students how to find information, how to evaluate the quality of information, how to manage it, and how to judge when to use it. According to ALA (2000), teaching information literacy “enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning” (p. 2).

For this research user instruction is broadly defined. User instruction may include formal and informal one-on-one consultations, teaching at the reference desk, group sessions in the library, time in the classroom, online video tutorials, podcasts, virtual chats, bibliographies or online web guides. User instruction may include any method used for direct or indirect teaching. Art and design library is also broadly defined. Art and design libraries may include any collections that support the study of the history and/or practice of subject areas such as painting, drawing, printmaking, ceramics, sculpture, textile arts, photography, architecture, landscape architecture, graphic design, illustrations, and so on. This list of examples is not exhaustive.

Previous studies on art and design students in libraries center on the exploration and gathering of data on the information behaviors of artists. Past exploratory studies highlight patterns and identify user needs, creating a better picture of the user (Pacey, 1982; Cobbledick, 1996; Frank, 1999; Cowan, 2004; Bennett, 2006; Bowman, 2008; and Hemmig, 2009). In much the same way, the researcher hopes that this project can help construct a clearer picture of user instruction in art and design libraries by gathering data and examples with a survey.

A survey of user instruction may provide insights about what approaches are being used in the field and how instruction relates to what has been discovered through past studies about the information needs and habits of art and design students. This could provide useful contributions to the LIS research on art students, artists, and art libraries. This study will attempt to address the following questions:

- Do art and design libraries offer user instruction?
- If so, how might one characterize the content of this instruction?

Literature Review

Previous Research on Art & Design Students

Over the last thirty years there have been numerous studies that have tried to define and understand the information seeking behaviors of student artists (Pacey, 1982; Frank, 1999; Bennett, 2006; and Bowman, 2008) and practicing artists (Cobbledick, 1996; Cowan, 2004; Hemmig, 2009). Individually these studies have often been composed of small samples sizes. However when examined collectively, over time, common patterns seem to emerge. Recently, a model based on this literature has been proposed to illustrate the reasons artists and designers' require information (Hemmig, 2008).

The proposal of this model seems to indicate that the body of literature has grown enough to take what has been learned and begin considering other aspects related to user behaviors. Previous studies had the expressed goal of researching the information behaviors of artists and designers in order to improve services (Atkins, 2001; Gregory, 2007; Frank, 1999; Bowman, 2008; Bennett, 2006). Research can now begin to consider if, and how, library services address this communities' needs. In this way, the literature

concerning information behaviors and habits lays the foundation for this study looking at user instruction services.

User Population

Previous research in this area includes studies of academic art and design students, art faculty, and artists with and without university affiliations. Frank's (1999) study of academic students is the most extensive so far in terms of sample size. Frank took advantage of focus groups, surveys, and exploratory interviews with over one hundred eighty-one undergraduate visual arts students from 12 Minnesota colleges and universities (p. 446). Other studies of students have been based on less formal observations from the day-to-day practice of the librarians working with them (Pacey, 1982; Bennett, 2006; Bowman, 2008; Atkins, 2001; Haines, 2004).

While this study will look primarily at user instruction for academic art and design students it has been helpful to review the literature concerning the related groups of art faculty and practicing artists. Considering the connections between these groups may influence the content and structure of user instruction services in the library. For example, a librarian teaching research skills may need to include the consideration of how research habits will evolve when future students are no longer affiliated with a university. Another example in the literature concerns the need to learn skills like grant writing that may lay outside of requirements for any specific course (Bennett, 2006).

Information Needs & Search Strategies

Libraries may be able to best serve users by first considering their needs and the strategies they use to locate information. Toyne (1975), Pacey (1982), Frank (1999) and Cobbledick (1996) all begin to point out categories of user information need in their

research. They sort and loosely group specific examples from reference questions and interviews with students and artists. Hemmig (2008) uses Cobbledick's loosely defined categories and an exhaustive literature review to develop a basic model of information seeking and use based on the examples and findings of previous research (p. 355). The four categories of Hemmig's model include: 1) information for inspiration, 2) information for specific visual needs, 3) technical knowledge, and 4) marketing and career guidance. This model was developed for practicing visual artists but can be applied to art and design students as well (Hemmig, 2009). This model provides a way to categorize and talk about the user needs that instruction may be able to address.

Browsing is a search strategy that seems to appear almost universally in the literature on art students, art faculty and practicing artists (Pacey, 1982; Frank, 1999; Gregory, 2007; Cobbledick, 1996). Studies have found that browsing was not limited by age or gender and that it occurs both with and without specific goals in mind (Gregory, 2007, p. 60; Cobbledick, 1996). While the amount of browsing identified varies somewhat within each study, it appears frequently and may need to be kept in mind as librarians instruct students on the use of physical and virtual collections (Frank, 1999). Database searching and online catalogs are often taught as if the student always possesses a specific question or search. Teaching tools in a way that incorporates the art and design user's method of beginning by scanning when they engage in information seeking can contribute to the success of instruction.

Information & Visual Literacy

The paradox of the information explosion is that increased amounts of information do not ensure discovery of the best information (Cobus, 2008, p. 29). People

now deal with large amounts of information in rapidly changing formats on a day-to-day basis at school, work, and home. According to the ALA Standards for Higher Education (2000), information literacy consists of the set of skills that people use to find, evaluate, manage, and successfully use information (p. 2). In addition to learning about selection and evaluation of information, individuals need to learn to judge the appropriate legal and ethical uses of information (ALA, 2000, p. 3). Information literacy is more than a set of discipline specific skills for academic success. While these competencies may develop as a part of the academic education process, they will likely apply themselves in a variety of contexts throughout the life of the individual.

A component of information literacy is the set of competencies labeled visual literacy. Visual literacy can be understood by first considering textual literacy. Textual literacy is the ability to read and understand a document. Visual literacy is the ability to see, or “read” and understand visual works (Rockenbach and Fabian, 2008). Visual literacy gains importance, as our media becomes increasingly image based. Art and design students may need even stronger visual literacy skills as they make use of growing amounts of source imagery. For example, designers and artists may turn to popular photo-sharing websites like Flickr to find imagery for their projects. As students move from school to professional environments the importance of understanding the legal and ethical issues surrounding the use of other peoples’ photos increases.

Libraries & Resources

While many librarians in the prior studies work within a university art library, it is important to consider all the other types of physical and virtual libraries, subjects and services art and design students may need to use during their practice. Specialized

librarians and the art and design libraries they work in may often be beneficial when students need discipline specific information, to browse for inspiration, or find an alternative space to gather without leaving the studio for too long (Hemmig, 2009; Frank, 1999). However, art students may also have needs for information outside these traditional parameters. For this the librarian may need to design user instruction to teach tools and resources that appear to fall outside their domain (Gregory, 2007; Frank, 1999; Bowman, 2008; Cowan, 2004; Cobbledick, 1996).

Tailored User Instruction

In their research art and design students must learn to find resources and then judge when and how to make use of them. This process may include the use of monographs, periodicals, online image collections, databases that index periodicals, software programs, online tutorials, social websites, and so much more. Librarians can play a role in helping students to “harness” this information world both academically and professionally through user instruction (Bowman, 2008, p. 8). This is possible because the structure and content of user instruction may be widely varied depending on the needs and learning styles of the audience it addresses. For this reason, it may even be preferable to employ multiple approaches when providing user instruction (Gregory, 2007). An example of this might include designing an in-class session with a companion video tutorial or online web-guide.

Opportunities to customize instruction sessions to specific assignments may also make it easier for students to see how tools and services are relevant to their work (Bennett, 2006; Gregory, 2007). While generalized library instruction for a freshman class may easily be forgotten, it is possible that bibliographic instruction designed around

a specific subject or assignment with particular relevance to a group of students will help in the synthesis of research methods for future use (Gregory, 2007).

While helping ensure that students and faculty are informed of the resources available to them, user instruction programs may provide the librarian a way to engage in conversations regarding the evolving needs of their community. In these terms, user instruction may also function as outreach. Relationship building may increase comfort levels and open channels of communication between instructors and librarians and then by extension, between librarians and students (Atkins, 2001). Examples of this can be seen in the literature about field librarianship in the arts (Haines, 2004; Atkins, 2001; Bennett, 2006). Also known as embedded librarianship, these liaison programs center on user instruction and services that take place in the studio and classroom and are designed specifically around assignments and coursework. This form of intense user instruction has seen successes in strengthening student impressions and understandings of the role the library and librarian can play in research.

Method

This study makes use of a web-based survey instrument to look at user instruction within art and design libraries. A survey was chosen because it offered an affordable way to gather information from libraries spread over a wide geographical area. Prior to beginning, the researcher examined studies with similar goals that had successfully implemented paper and web-based surveys. In 1971, Young, Boone, & Salverson used a mail survey to conduct an exploratory study of user education in New York state academic libraries. Mayer and Goldenstein developed a web-based survey to begin gathering information about how and why images are sought and used in academic

libraries in 2007 (2009). The LILi Survey of Information Literacy Instruction was also web-based. This survey gathered data about information instruction at various types of libraries in California during the fall of 2007 (Grassia, Haras, and Pashaie, 2009). All three of these studies informed the design of this survey. The LILi survey instrument was especially indispensable as it provided a clear example of a survey that was used as the first step in examining user instruction across a variety of library types.

Population and Sampling Technique

This study relied on a non-probability convenience sampling of librarians working in art and design libraries primarily in the United States. Emails were sent to the ARLISNA and VRA electronic mailing lists to recruit participants. ARLIS is the Art Libraries Society of North America and VRA is the Visual Resources Association. ARLIS and VRA are both professional organization for librarians working in the areas of art and design librarianship and visual image collections. These librarians work in both academic and museum settings. ARLIS-L had 1,920 subscribers as of January 2010 and VRA-L had 750 subscribers at the same time. There is an unknown amount of overlap in membership on both lists.

A recruitment email was sent out to each listserv in March 2010. This email included an introduction to the study and a link to the web-based survey. The survey was open for the first two weeks of the month. A second email reminding participants of the survey deadline was emailed out at the end of the first week and again the day before the survey closed. In the initial LILi study one survey was used for all types of libraries because it was decided that this would increase exposure and encourage participants to consider their concepts of user instruction (Grassian, Haras, and Pashaie, 2007, p. 98).

This idea resonated with the researcher who decided that the recruitment letters would not include any limitations on the types of libraries or work participants should be engaged in. There was no honorarium offered to participants.

Data Collection Instrument and Data Analysis

The researcher used the Qualtrics software that is available at The Odum Institute at the University of North Carolina at Chapel Hill to design and conduct the survey. This web-based survey included both open and closed-ended questions. It was hoped that closed-ended questions would lessen the burden on the participant by providing questions that could be answered quickly and easily. Having a series of predetermined categories may also have helped in the process of classifying characteristics and types of instruction. These questions were intended to encourage respondents to consider how they define and classify user instruction.

Due to the exploratory nature of this research, the survey also included several open-ended questions as well as space to enter free text for questions that included a category answer of *other*. Open-ended questions provided an opportunity for the respondent to include more descriptive data, to clarify thoughts concerning instances of instruction, and express concerns to the researcher.

This survey consisted of a total of 17 questions. The first question requested that users classify their institution as academic library, museum, or other. Participants were able to enter their own classification of their workplace if they selected *other*. Survey items addressed characteristics of user instruction such as format, frequency and duration of sessions, audience, content, and impediments in the development and implementation of instruction. After collection, data from the closed-ended questions was analyzed using

both SPSS and the built in tools in Qualtrics. Open-ended questions were reviewed and manually coded into categories in SPSS when possible.

Ethical Issues

Emails sent out by the researcher clearly stated that participation in the survey was voluntary. Emails also fully disclosed why the survey was being done and what the plans for collected data were. All efforts to protect the confidentiality of the respondents were taken. Identifying data like names, institution, and job title were not collected. Qualtrics automatically collected IP addresses and these were deleted from the dataset before analysis began. Prior to beginning the survey, all participants agreed to an electronic letter of consent following the requirements of the University of North Carolina's Institutional Review Board.

Results

There were 111 unique responses to the survey, though a number of surveys were incomplete. The 87 completed surveys account for 78% of the total responses started. Incomplete surveys included some constructive information and were therefore included in the analysis. While the total of 111 responses is small in comparison to total list membership, the survey still helps to identify potentially useful data about current practices of user instruction in art and design libraries. Many of the questions allowed for multiple-choice answers so total percentages may exceed 100%.

Before proceeding with the results, it is important to specify that in this section when the term library is used it is describing art and design libraries, even when these words are not explicitly used. General library instruction is used to describe basic

instruction related to art and design topics that would be of general use to students and faculty in the discipline and are not tied to a specific course or assignment.

Figure 1 describes study participants by institution type. Participants working in academic art and design libraries composed the largest segment of the population with 75 responses (71%). Seven participants (7%) selected museum library. The open-ended answers for this question identified nine participants (8%) that stated specifically working in departmental visual resource collections. Six other responses (6%) indicated work in art and design departments. These participants may be working in smaller libraries that function as independent units or branches within a larger academic library system, however, it also possible that these answers indicate units similar to the previously mentioned visual resources collections. Four additional respondents (4%) in this category reported working in a hybrid library that served both academic and museum populations. Finally we had two small populations composed of one respondent in a design firm and one in a public library. Regardless of what sort of organization they were working in 98 participants (95%) reported that their art or design library offered some sort of instruction on researching or general collection use. Five respondents reported that none was offered.

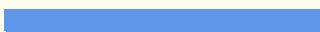

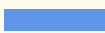
| Institution Type | | Response | % |
|------------------|--|----------|-----|
| Academic library |  | 75 | 71% |
| Museum library |  | 7 | 7% |
| Other |  | 24 | 23% |
| Total Responses | | 106 | |
| | | | |

Figure 1. Institution type. Others included: visual resources collections, hybrid museum/academic programs, and a public library.

The next two questions on the survey addressed both one-on-one (see Figure 2) and group modes (see Figure 3) of user instruction. Each type of one-on-one instruction saw some practice in libraries. A large number of libraries offered reference (98%), phone (85%) and email instruction (82%). Ten different responses in the *other* field of this question brought the category of consultations to the researcher's attention. Other answers in this section touched on types of group instruction that the researcher intended to address in a separate follow-up question. However since it was to be displayed on a separate screen, participants had no way of seeing that this question was coming.





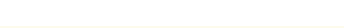


| One-on-One modes of instruction | | Response | % |
|---|--|----------|-----|
| Chat Reference |  | 25 | 25% |
| Email Reference |  | 82 | 82% |
| IM |  | 21 | 21% |
| In-person drop-in or point-of-use (e.g. reference desk) |  | 98 | 98% |
| Phone |  | 85 | 85% |
| None |  | 1 | 1% |
| Other (please specify) |  | 19 | 19% |
| Total Responses | | 100 | |

Figure 2. One-on-one modes of instruction. Other included but was not limited to consultations, mail (infrequent), and other group modes.

Each category of group instruction also revealed some level of activity. The largest categories by far were small group instruction with 78 responses (82 %), tours of the library building with 71 responses (75%), and workshops or classes with 61 responses (64%). Course-integrated, in-person instruction was also frequently checked with 72 responses (76%). While it was an available option there were no *other* field responses to

this question. On both the one-on-one and group instructions questions there was a response that indicated that no instruction of either type was offered.

A third question completed this section on mode of delivery with an inquiry on a final set of user instruction examples (see Figure 4). These tended to be methods of teaching that did not involve a physical meeting between librarian instructor and students including items such as video tutorials, blogs, course guides, and informational web pages. Web pages on general library research (74 responses) and web pages on specific courses or subject areas (54 responses) were both frequently used, as were point-of-use guides (54 responses). No larger categories emerged in the responses in the *other* category but mention was made of paper handouts, handouts sent via email attachment, social networking sites like Facebook and Twitter, and *how to* manuals offered at workshops. A final comment noted that LibGuides and video tutorials were not yet in place but were being developed at the time of the survey.

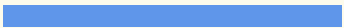











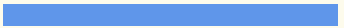



| Group User Instruction | | Response | % |
|---|--|----------|-----|
| Course-integrated, in-person |  | 72 | 76% |
| Course-integrated, online |  | 14 | 15% |
| Credit courses, standalone, all sessions in person |  | 10 | 11% |
| Credit course, standalone, hybrid (i.e. part online/ part in person) |  | 1 | 1% |
| Credit course, standalone, fully online |  | 1 | 1% |
| Labs or courses linked to another course, all sessions in person |  | 16 | 17% |
| Labs or courses linked to another course, hybrid (i.e. part online/ part in person) |  | 4 | 4% |
| Labs or courses linked to another course, fully online |  | 2 | 2% |
| Non-credit courses, standalone, all sessions in person |  | 10 | 11% |
| Non-credit courses, hybrid (i.e. part online / part in person) |  | 2 | 2% |
| Non-credit courses, standalone, all online |  | 1 | 1% |
| Small group instruction (requested by users) |  | 78 | 82% |
| Tours (library building) |  | 71 | 75% |
| Workshops or classes (planned or scheduled by the library) |  | 61 | 64% |
| None offered |  | 1 | 1% |
| Other (please specify) |  | 3 | 3% |
| Total Responses | | 95 | |

Figure 3. Group modes of user instruction.

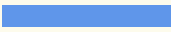


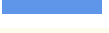
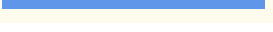

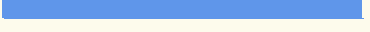




| Additional Methods of User Instruction | | Response | % |
|--|--|----------|-----|
| Bibliographies (paper) |  | 35 | 38% |
| Blogs |  | 25 | 27% |
| Podcasts |  | 4 | 4% |
| Video Tutorials |  | 20 | 22% |
| Point-of-use guides |  | 54 | 59% |
| RSS feeds |  | 12 | 13% |
| Informational web pages on general library |  | 74 | 80% |
| Informational web pages specifically designed for courses or subject areas |  | 54 | 59% |
| Wikis |  | 6 | 7% |
| None |  | 1 | 1% |
| Other (please specify) |  | 7 | 8% |
| Total Responses | | 92 | |

Figure 4. Additional methods of instruction.

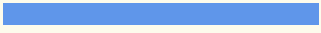

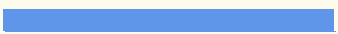


| Information Needs | | Response | % |
|--|--|----------|-----|
| Information for inspiration (e.g. searching and browsing for information that serves as a motivator or catalyst in the creative process) |  | 62 | 70% |
| Information for specific visual needs (e.g. reference, source material to be incorporated into works) |  | 80 | 91% |
| Technical knowledge |  | 65 | 74% |
| Marketing and career guidance |  | 17 | 19% |
| Other (please specify) |  | 14 | 16% |
| Total Responses | | 88 | |

Figure 5. Categories of information needs.

Question six of the survey attempted to address the content of user instruction using the model of information needs that Hemmig proposed. Here participants were asked to select which categories of information needs their instruction sessions helped address, and results are summarized in Figure 5. 80 respondents (91%) selected information for specific visual needs, 65 (74%) said their sessions addressed a need for technical knowledge, 62 (70%) indicated helping users find information for inspirational needs, and 17 (19%) marked marketing and career guidance information needs. This model was built with working artists and designers in mind and therefore overlooked informational needs related to more traditional student library instruction. These categories became apparent in the text responses of the *other* field. Here 8 participants (9%) noted that their user instruction addressed traditional research needs for liberal arts classes. This may include research for student papers, bibliographic work, and specific reference tools. Two other responses (2%) mentioned information literacy and three comments (3%) referred to addressing information needs related to specific class assignments.

Questions seven through ten questioned participants about when instruction was scheduled, who attended, and the length of typical sessions (see Figures 6-8). 85 participants (96%) reported developing user instruction upon instructor request while 53 participants (60%) developed user instruction in conjunction with a course. 42 responses (47%) selected that the library was developing user instruction on a regular basis without instructor request or a companion course. Attendance for these sessions was required 27% of the time, voluntary 12% of the time, but most often a mix of both required and voluntary attendance was practiced (61%). Frequently (67%) these sessions lasted one

hour. 30 minutes sessions were reported 29% of the time, with two reports (2%) of 1.5-hour sessions and one report of two-hour sessions (1%). Unlike many of the other questions on this survey participants were limited to selecting only one time period that best represented the duration of all user instruction sessions. This was also the case with the survey question concerning audience membership. 46% of responses reported attendance by studio-based students and 30% reported other students. In 3% of the responses the most common audience was composed of general public and non-students. 21% reported providing user instruction for all of three types of audiences.

| User Instruction is scheduled: | | Response | % |
|--------------------------------|--|----------|-----|
| By library on a regular basis | | 42 | 47% |
| Upon instructor request | | 85 | 96% |
| In conjunction with a course | | 53 | 60% |
| Total Responses | | 87 | |

Figure 6. Scheduled user instruction.

| Attendance is: | | Response | % |
|-------------------|--|----------|------|
| Required | | 24 | 27% |
| Voluntary | | 11 | 12% |
| Instances of both | | 54 | 61% |
| Total | | 89 | 100% |

Figure 7. Attendance.

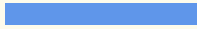



| Audience members are most often: | | Response | % |
|----------------------------------|---|----------|------|
| Studio-based students |  | 40 | 46% |
| Other students |  | 26 | 30% |
| General public / non-students |  | 3 | 3% |
| All of the above groups |  | 18 | 21% |
| Total Responses | | 87 | 100% |

Figure 8. Audience members.

After course content is developed and before it can be delivered librarians are faced with the challenge of securing a location for instruction to take place. Question 11 asked participants to characterize where their user instruction took place (see Figure 9). With varying degrees of usage these librarians reported taking advantage of many different physical and virtual spaces to get their user instruction to their audience. The most common location was a public area of the library (63%), followed by school/college classroom (56%), over the phone (41%), in the librarian's office (34%), library classroom (34%) or a library computer lab (29%). Active and passive web pages (29% and 10%), email (32%), and video tutorials (15%) were used for online delivery. In the *other* field two participants (2%) reported using the visual resource center offices, two others mentioned providing instruction at the reference desk, one reported the use of lecture rooms (1%), and another one reported meeting at other places on campus such as a student center or residence hall (1%).

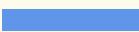

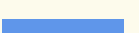
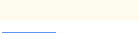
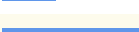
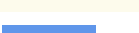



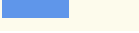

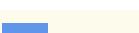
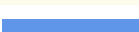
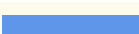

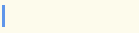
| Location of Instruction | | Response | % |
|---|---|----------|-----|
| Library classroom |  | 30 | 34% |
| Library computer lab |  | 25 | 29% |
| Computer lab not run by the library |  | 24 | 28% |
| Faculty office |  | 10 | 11% |
| Librarian's office |  | 30 | 34% |
| Library conference room |  | 19 | 22% |
| Online through email |  | 28 | 32% |
| Online through a course management system |  | 7 | 8% |
| Online through video tutorials |  | 13 | 15% |
| Online through passive web pages |  | 25 | 29% |
| Online through active web pages |  | 9 | 10% |
| Over the phone |  | 36 | 41% |
| Public area of the library |  | 55 | 63% |
| School/college classroom |  | 49 | 56% |
| None |  | 0 | 0% |
| Other (please specify) |  | 6 | 7% |
| Total Responses | | 87 | |

Figure 9. Where does instruction take place?

In a little over half the cases it was reported that there was no librarian with full-time responsibility for user instruction (63%). Nor did most librarians report offering a credit course in basic research and/or a specialized topic related to user instruction (95%). Examples that were included by those that did offer credit courses included: a new MFA class about the library as laboratory and a module on the library that was included in courses for all incoming freshman. Two other examples portray research methods courses. One answer describes a comprehensive introduction course to reference, research, and presentation skills that are aimed at preparing students to research and write

their master's thesis. The other example describes a similar senior thesis course. Both of these courses are team taught by librarians and faculty.

Before closing the survey with an invitation for participants to include any comments they would like to make about user instruction or the survey in general they were asked one last multiple choice question. This question presented several categories that attempted to characterize difficulties that might be encountered in the creation of user instruction programs. Participants were able to select all that applied. There was a surprisingly even distribution among the categories suggesting that difficulties with faculty, inadequate facilities, lack of staff, students, and funding were proving to be obstacles of similar proportions on the path to providing user instruction (see Figure 10).

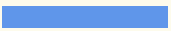

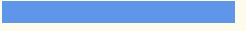

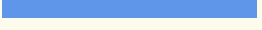
| Difficulties Encountered in Developing and Implementing User Instruction: | | Response | % |
|---|---|----------|-----|
| Insufficient funds |  | 30 | 39% |
| Inadequate facilities |  | 43 | 56% |
| Lack of staff |  | 42 | 55% |
| Student indifference |  | 40 | 52% |
| Faculty apathy |  | 46 | 60% |
| Total Responses | | 77 | |

Figure 10. Obstacles in providing user instruction services.

Discussion

The results of the study confirm that user instruction is being offered in art and design libraries. With only minor exceptions, most participants in this study reported working in libraries that were offering at least one, and often more, types of user instruction to the art and design students they were serving. This included one-on-one instruction, group instruction, and instruction in the form of materials that could be

accessed even when the librarian was not available. Instruction often occurred both in person and online. These results start to describe some ways that user instruction may be categorized in terms of mode of delivery, content, and audience.

With some success this survey used a model of information needs in artists to look at the content of instruction for art and design students. The survey asked participants to select the categories of Hemmig's model that they felt their instruction helped users address. The overall response rate on this question, as well as the response rate within each individual category seems to confirm that the model provides a clear and understandable way to talk about the information needs with which these librarians grapple. The categories include researching information for inspiration (70%) and information for specific visual needs (91%), as well as information to address technical knowledge (74%), and marketing and career guidance (19%). The presence of instruction addressing each category validates their existence and begins to illustrate what types of needs are most frequently addressed. While each of these categories appeared relevant to the work of the participants, the open-ended responses quickly revealed the need to include an additional category to encompass more traditional liberal arts information needs. Based on the comments this category might include the research needs that bibliographic instruction has often addressed, such as searching for scholarly articles and academic texts for a research paper.

While library instruction is being offered online through web pages, video tutorials, and course guides the results show that physical spaces are still important and often needed for user instruction. Results show that respondents make use of the public area of the library, college classrooms, computer labs and librarian and faculty offices for

teaching. Inadequate facilities were the second highest perceived difficulty in the development and implementation of user instruction (56%). This may be tied to the fact that instruction for all students is involving an increasing amount of technology and at least one computer is often needed to demonstrate searching for sources in the online catalog and databases, or teaching tools and practices that help manage the information and materials they discover. Even when physical materials are being sought the search may now begin online.

Art and design librarians are often working with limited resources of time, staffing, and facilities to provide user instruction. As they try to balance these resources they must also contend with indifference from students and faculty towards their efforts. In the results, faculty apathy was the most widely selected challenge in user instruction programming. Once again, the open-ended comments helped provide insight into possible causes behind this problem. One respondent articulated this best with the quote “Faculty apathy is too judgmental a term. Faculty just not knowing is a better way of saying it”. This comment suggests that librarians must continue to explore and work on ways to market their services to both faculty and students. User awareness is a crucial first step towards the success of both physical and online user instruction programs. Participant examples of successful assignments in art and design libraries often mention librarian-faculty collaboration on the development of assignments that integrate library research methods with course and project objectives. The results for the question concerning credit courses on library research echo this. While the responses only provided three examples, two of these courses were team-taught by librarians and faculty. As another respondent articulates “we spend a lot of time coordinating with faculty so they know how to use our

resources and [can then] incorporate them effectively into their assignments”. User instruction in art and design libraries may need to be equally concerned with teaching both faculty and students in order to be successful. Success will most certainly be more attainable if all three parties are involved in dialog about their research needs and the evaluation of library instruction methods.

Limitations

Limitations of this survey include the fact that it tries to address multiple types of libraries and library groups with a single questionnaire that is skewed towards academic library settings in a very general manner. Self-selected participants introduce the possibility of sampling bias and the small response rate makes it impossible generalize findings to the entire population of art and design libraries. Without more detailed information on the circumstances of individual libraries it is hard to completely understand the validity of comparing responses since the institutions may vary greatly in characteristics such as size and resources. The analysis of data and coding of qualitative answers was completed by a single researcher.

Conclusion

Art and design students have always been an active and unique user group in libraries. Reviewing previous LIS studies on this population reveals several reoccurring information needs and habits. Art and design students, like most students, will benefit from strong information literacy skills, an ability to use multiple information formats, and awareness of both general and discipline specific information resources. User instruction can be a key area of service for addressing these needs and therefore is worth more study.

While there were limitations involved in the use of a survey to sample a wide range of art and design librarians, there were also benefits. A broad invitation to participate lead to results that described who had an interest in the topic and what types of work they were doing, without excluding potentially advantageous viewpoints. It also provided a chance to look for overlap in how user instruction was defined and practiced across various types of institutions that deal with art and design disciplines and research. The qualitative answers provided insights into how the participants where interpreting the survey questions and answers based on personal understanding of user instruction. It also allowed participants to suggest important modes or categories that may have otherwise gone unaccounted for.

This study provides broad descriptive data that confirms the practice of user instruction in the art and design library field. The comments in the results verify a desire among professionals to hear more about the ways their colleagues are balancing the needs to teach information literacy and research methods in meaningful ways with limited resources. Future studies may want to attempt surveys or interviews that explore user instruction in art and design libraries in more detail through the facets of informational needs categories, institutional type (such as museum, library, hybrid), or modes of delivery in art and design libraries. Studies may also consider investigating faculty and student perception of user instruction in art and design libraries. Another area of possible study could be the marketing and evaluation of successful instructional programs in art and design libraries. Continued research on user instruction in art and design libraries may contribute to the scholarship and profession of art librarianship, as well as general user education, information literacy, and field librarianship. Continued research in this

area may be able to positively impact and contribute to the experiences of all of the parties involved in the process of art and design education: the librarians, the faculty, and the students.

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Appendix A

Survey Instrument

Survey on User Instruction in Art & Design Libraries

Items in the survey have been based on instruments used in studies by Mayer and Goldenstein (2009) and The LILi Survey of Information Literacy Instruction (2007).

1. Please select the type of institution in which you work:

☐ Academic library

☐ Museum library

☐ Public library

☐ Other

2. Does your library offer any sort of instruction on researching or general library use?

☐ Yes

☐ No

3. Which types and methods of one-on-one user instruction in researching or general library use does your library offer: (check all that apply)

☐ Chat Reference

☐ Email Reference

☐ IM

☐ In-person drop-in or point-of-use (e.g. reference desk)

☐ Phone

☐ None

☐ Other (please specify)

4. Which types and methods of group user instruction in researching or general library use does your library offer: (check all that apply)

- ☐ course-integrated, in-person
- ☐ course-integrated, online
- ☐ credit courses, standalone, all sessions in person
- ☐ credit course, standalone, hybrid (i.e. part online/ part in person)
- ☐ credit course, standalone, fully online
- ☐ labs or courses linked to another course, all sessions in person
- ☐ labs or courses linked to another course, hybrid (i.e. part online/ part in person)
- ☐ labs or courses linked to another course, fully online
- ☐ non-credit courses, standalone, all sessions in person
- ☐ non-credit courses, hybrid (i.e. part online / part in person)
- ☐ non-credit courses, standalone, all online
- ☐ small group instruction (requested by users)
- ☐ tours (library building)
- ☐ workshops or classes (planned or scheduled by the library)
- ☐ none offered
- ☐ other (please specify)

5. Which other types and methods of user instruction does your library offer?

- ☐ bibliographies (paper)
- ☐ blogs
- ☐ podcasts
- ☐ video tutorials
- ☐ point-of-use guides
- ☐ RSS feeds
- ☐ informational webpages on general library
- ☐ information webpages specially designed for courses or subject areas
- ☐ wikis
- ☐ none
- ☐ other (please specify)

6. What categories of information needs do these user instruction sessions help address?

(check

all that apply)

☐ information for inspiration (e.g. searching and browsing for information that serves as a

motivator or catalyst in the creative process)

☐ information for specific visual needs (e.g. reference, source material to be incorporated into

works)

☐ technical knowledge

☐ marketing and career guidance

☐ other (please specify)

7. Instruction is scheduled: (check all that apply)

☐ By library on a regular basis

☐ Upon instructor request

☐ In conjunction with a course

8. Attendance is most often: (check only one answer)

☐ Required

☐ Voluntary

☐ Instances of both

9. Audience members for these sessions most often include: (check one)

☐ Studio-based students

☐ Other Students

☐ General public / non-students

☐ All of the above groups

10. The duration of most user instruction sessions is: (check one)

☐ 30 minutes

- ☐ 1 hour
- ☐ 1.5 hours
- ☐ 2 hours

11. Where does your user instruction take place? (check all that apply)

- ☐ library classroom
- ☐ library computer lab
- ☐ computer lab not run by the library
- ☐ faculty office
- ☐ librarian's office
- ☐ library conference room
- ☐ online through email
- ☐ online through a course management system
- ☐ online through video tutorials
- ☐ online through passive web pages
- ☐ online through active web pages
- ☐ over the phone
- ☐ public area of the library
- ☐ school/college classroom
- ☐ none
- ☐ other (please specify)

12. Is there a librarian who has full-time responsibility for user instruction?

- ☐ Yes
- ☐ No

13. Do you offer a credit course in basic research and/or a specialized topic related to user instruction?

- ☐ Yes
- ☐ No

14. If yes, please describe your program:

15. Which of these are difficulties you encounter in developing and implementing user instruction: (check all that apply)

- ☐ Insufficient funds
- ☐ Inadequate facilities
- ☐ Lack of staff
- ☐ Student indifference
- ☐ Faculty apathy

16. Please describe other examples you consider user instruction that may not have been covered in previous survey items:

17. Please include additional comments about any of the aspects covered in the preceding questions:

Thank you for your participation!

Appendix B

Recruitment Letters

Initial Recruitment Email

Date

Dear Colleague:

I am a graduate student at the University of North Carolina at Chapel Hill, and I am writing to ask for your participation in a research study that I am doing for my master's paper concerning user instruction in art and design libraries.

Through user instruction services the librarian can help students and faculty develop the information literacy skills needed for their research. The goal of this exploratory study is to develop a current picture of user instruction in art and design libraries by gathering data and attempting to characterize the types of user instruction currently offered in art and design libraries.

To participate in this study you will need to complete the online web-based survey found at this address:

Although times may vary with each individual, this survey should take an estimated 30 minutes to one hour to complete. It will be open for two weeks starting today, 00/00/00 and will close on 00/00/00. In order to encourage as much participation as possible, we will be sending a reminder email at the end of the first week and again the day before the survey closes. You are free to answer or not answer any particular question and have no obligation to complete the survey once you begin.

Your participation is anonymous.

You may contact me with any questions at (919) 539-3398 or by email at statham@email.unc.edu

Thank you for considering participation in this study.

Sincerely,

Stephanie Statham Witchger

Reminder Email at One Week

Date

Dear Colleague:

This is a reminder that the survey on user instruction in art and design libraries will remain open for one more week. The survey is currently open and will close on 00/00/00. In order to encourage as much participation as possible, we will be sending one last reminder email the day before the survey closes.

As you may recall from my previous email, I am a graduate student at the University of North Carolina at Chapel Hill, and I am conducting this research study for my master's paper. The purpose of the study is to develop a current picture of user instruction in art and design libraries by gathering data and attempting to characterize the types of user instruction currently offered in art and design libraries.

To participate in this study you will need to complete the online web-based survey found at this address:

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Your participation is anonymous.

You may contact me with any questions at (919) 539-3398 or by email at statham@email.unc.edu

Thank you for considering participation in this study.

Sincerely,

Stephanie Statham Witchger

Reminder Email Last Day

Date

Dear Colleague:

This is a reminder that the survey on user instruction in art and design libraries will remain open for only one more day. The survey is currently open and will close at 5pm EST on 00/00/00.

As you may recall from my previous email, I am a graduate student at the University of North Carolina at Chapel Hill, and I am conducting this research study for my master's paper. The purpose of the study is to develop a current picture of user instruction in art and design libraries by gathering data and attempting to characterize the types of user instruction currently offered in art and design libraries.

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Sincerely,

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